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ABSTRACT

In its fourth year at John Jay High School (Brooklyn) and funded under Title VII, Project TRIUNFE provided supplementary services to the regular bilingual education program for 290 Hispanic, Haitian, and Asian students of limited English proficiency. The project provided computer literacy training, computer-assisted instruction in English as a second language (ESL) and native languages, and content areas, vocational education, counseling, and job placement, parental involvement activities, and staff development activities. All but one program teacher were certified in their areas of instruction. Funding and resource problems limited the provision of some services. Analysis of student achievement data indicates that program objectives were met in ESL, mathematics, science, social studies, Spanish language development, French language development, attendance, student employment, and staff training. Parental involvement data were not available, but meeting attendance was relatively high. Recommendations for program improvement are given. (MSE)

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O.E.A. Evaluation Section Report

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Grant Number: G00-830-2799

JOHN JAY HIGH SCHOOL

PROJECT TRIUNFE

1986-1987

Prepared by the O.E.A.
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A SUMMARY OF THE REPORT

Project TRIUNFE was in its fourth year (the first year of a grant extension) of funding under Title VII of the Elementary and Secondary Education Act. The project served 290 Hispanic, Haitian, and Asian students of limited English proficiency (LEP) at John Jay High School in Brooklyn. Seventy-four percent of the students served were Hispanic, 15 percent were Haitian, and most of the remaining students were from a large number of Asian countries.

TRIUNFE provided supplementary services to John Jay's regular bilingual program, which consisted of English as a second language (E.S.L.) for all LEP students, native language arts (N.L.A.) for Hispanic and Haitian students, bilingual content-area classes for Hispanic students, and the services of a bilingual guidance counselor. TRIUNFE provided computer literacy training; computer-assisted instruction in E.S.L., N.L.A., and the content areas; vocational education, counseling, and job placement; parental involvement activities; and staff development activities.

John Jay's bilingual faculty consisted of 16 E.S.L., N.L.A., and content-area teachers, all but one of whom were state certified to teach their areas of instruction. Six members of the faculty had six or more years of experience in bilingual education, while the experience of the remaining 10 ranged from one to five years. The Project TRIUNFE staff consisted of a project director, a job developer, a computer specialist, a family worker, and a paraprofessional. In addition to project-related work, all three professional members of the TRIUNFE staff taught one or more content-area classes.

Most of the recommendations made in previous evaluations of Project TRIUNFE were implemented during the year under review. Specifically, additional teachers were hired; the number of computer-assisted classes was increased; and coordination between the bilingual guidance counselor and the project staff was improved. But efforts to obtain content-area computer software for the project's Chinese and Vietnamese students were unsuccessful because such software was either unavailable or incompatible with the project's computers.

Lack of funds reportedly made it impossible to provide the three periods per day of beginning- and intermediate-level E.S.L. instruction that had been recommended in a July 1986 city-wide Board of Education memorandum. Other problem areas included the lack of a cultural club for Haitian students (which, together with a club for Hispanics, formed the project's extracurricular-activities objective); a limitation in the number of computer-assisted classes that could be held because the computer-specialist was the only computer-literate bilingual program staff member; and the need perceived by some faculty members and students for greater use of English in bilingual content-area

classes.

Project objectives were assessed in English language development (Criterion Referenced English Syntax Test [CREST]); native language arts (Interamerican Series, La Prueba de Lectura, or teacher-made tests); mathematics, science, social studies, and vocational studies (teacher-made tests); attendance (school and program records); student employment (program records); and in-service training (program records). Quantitative analysis of the data indicates that:

- Students mastered an average of 1.1 CREST skills per month of instruction for the year, thus meeting the objective proposed for E.S.L.
- Students exceeded the 70 percent passing criterion in mathematics, science, and social studies both semesters, thereby meeting the objective in the content areas.
- Spanish-speaking students made significant gains on La Prueba de Lectura, thereby meeting the Spanish N.L.A. objective.
- Of the students enrolled in native language arts courses in French, 100 percent passed in the fall and 76 percent passed in the spring, thereby meeting the French N.L.A. objective.
- The attendance rate of program students was significantly higher than that of mainstream students, thereby meeting the attendance objective.
- Fifty-four of the 56 students who requested part-time jobs were employed, thereby meeting the student-employment objective.
- Thirteen bilingual program teachers attended departmental meetings focusing on teaching methodology, and seven teachers enrolled in college courses, thereby meeting the staff-training objective.

Although all the data needed to assess the parental involvement objective were not available, the data that were supplied indicate that bimonthly meetings of the parent advisory council meetings were attended by 11 to 15 parents. In comparison with the attendance rate at parental advisory council meetings of other Title VII programs, this was a large number.

On the basis of interviews, observations, and analysis of statistical and documentary data, the evaluation team makes the following recommendations to improve the program:

- Increase the number of periods of beginning- and intermediate-level E.S.L. to three per day, as recommended in a July 1986 Board of Education memorandum.

- Provide computer training to bilingual teachers so they can supervise computer-assisted classes without the computer specialist's assistance.

- Recruit a faculty advisor and arrange an appropriate meeting time so that the Haitian club can be reinstituted during the coming year.

ACKNOWLEDGEMENTS

The production of this report, as of all Office of Educational Assessment Bilingual Education Evaluation Unit reports, is the result of a cooperative effort of regular staff and consultants. In addition to those whose names appear on the cover, Arthur Lopatin has edited the manuscripts. Margaret Scorza has reviewed and corrected reports, and has coordinated the editing and production process. Shelley Fischer and Martin Kohli have spent many hours, creating, correcting, and maintaining data files. Rosalyn Alvarez, Donna Plotkin, and Milton Vickerman have interpreted student achievement and integrated their findings into reports. Finally, Betty Morales has worked intensively to produce, duplicate, and disseminate the completed documents. Without their able and faithful participation, the unit could not have handled such a large volume of work and still have produced quality evaluation reports.

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JOHN JAY HIGH SCHOOL

Project TRIUNFE

Location:	237 Seventh Avenue Brooklyn, New York
Year of Operation:	1986-1987, Fourth year of funding
Language:	Spanish, French/ Haitian Creole, Chinese, Vietnamese
Number of Participants:	290 Students
Principal:	Hal Genken
Project Director:	Gaspare Tommaso

I. INTRODUCTION

In 1986-87, its fourth year of operation, John Jay High School's Project TRIUNFE served a total of 237 students of Hispanic, Asian, and Haitian backgrounds. TRIUNFE supplemented John Jay's transitional bilingual education program with: computer-assisted instruction, computer literacy training; vocational education counseling and job placement; extracurricular activities; parental involvement activities; and staff development activities.

Last year's reports recommended increasing computer use by program students; hiring additional bilingual teachers; and introducing bilingual curricula, materials, and computer software for non-Spanish-speaking students. In response to these recommendations, during the year under review, the number of computer-assisted English as a second language (E.S.L.) classes was increased, and for the first time all bilingual content-area

teachers had bilingual certification. The program director tried to obtain computer software for Chinese and Vietnamese students but found it to be unavailable in many of the subject areas needed, and what was found was incompatible with the project's computers.

Last year's evaluation report also noted that the work of the bilingual guidance counselor had not been adequately coordinated with TRIUNFE. This year, the project director reported that communication between the counselor and TRIUNFE had been greatly improved, with the counselor meeting each project student once a semester for programming purposes and at other times to provide information about such matters as graduation requirements and post-graduation study opportunities.

Except for these changes, during the year under review, TRIUNFE appeared to operate in much the same fashion as in previous years.

COMMUNITY SETTING

John Jay is located is Park Slope, a neighborhood that has undergone gentrification in recent years. Since the upper-income families moving into the neighborhood generally opt for private education, John Jay's enrollment has both declined and become limited almost exclusively to blacks and Hispanics from outside the neighborhood. Many local residents tend to regard John Jay students as menacing undesirables, and there have been a number of complaints to school authorities and the police. The combination of neighborhood hostility and declining enrollments

JOHN JAY HIGH SCHOOL

PROJECT TRIUNFE

1986-1987

OEA Evaluation Report

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has created apprehension among administrators and teachers that the school will be closed. To forestall this, the principal has initiated a variety of reforms to raise academic standards and attract local youngsters.

II. PROGRAM DESCRIPTION

John Jay High School has had significant enrollments of students of limited English proficiency (LEP) for well over 15 years. Until 1974, E.S.L. classes and bilingual guidance for Spanish- and French-speaking students were the only special services offered by the school to LEP students. Since then, John Jay has had three Title VII programs, and each has increased the number of services and resources available to LEP students.

The main goal of Project RESCATE, TRIUNFE's predecessor, was to lower the dropout rate of John Jay's LEP students. Project TRIUNFE, which began in 1983, has emphasized computer instruction, rapid learning of English by partial immersion in the language, vocational training, counseling and job placement.

PROJECT SETTING

The project office, located on the school's fourth floor, next to the office of the assistant principal (A.P.) for bilingual instruction, E.S.L., and foreign languages, is a lively place. In addition to gathering there for tutoring and counseling, many students use the bilingual office as a place to study during their free periods, and several work as aides during the afternoon. A showcase opposite the A.P.'s office displays photographs of students, project staff members and school administrators at various extracurricular events.

The project seems well integrated with the rest of the school and bilingual students seem to interact easily in the

hallways with their mainstream peers.

STAFF

In 1986-87, TRIUNFE's staff consisted of the project director, a job developer, a computer specialist, a family worker, and a paraprofessional. The salaries of all five were wholly or partially paid by Title VII. TRIUNFE's staff and E.S.L. and bilingual content-area teachers (who were funded by municipal and state sources) were supervised by the A.P. of the bilingual, E.S.L., and foreign language department.

The project director was new to the position but not to the program, having formerly served as TRIUNFE's computer specialist. He was certified, and had 15 years of experience in education, of which 10 were in the bilingual field. In addition to administering the project, the director provided guidance, career counseling, job development, and job placement; he also taught a bilingual math class. Like the previous director, he put in long hours to meet all his responsibilities.

With assistance from John Jay's dropout prevention program and the state employment counselor, and in conjunction with the project director, the job developer located and referred students to jobs in the school and the community. She also taught N.L.A. to most of the program's Haitian students.

The computer specialist conducted computer labs for program students. Thee labs were integrated with their E.S.L., native language arts, and math classes. She also prepared computer programs to meet the specific instructional needs of program

students.

The family assistant was responsible for developing and maintaining contact with students' families through home visits and by phone. In addition, she helped orient new students, coordinated production of the project's newsletter, tutored students, and performed clerical tasks.

The paraprofessional had a variety of tasks: to tutor students, to assist in the preparation of teacher-made materials, to assist students and teachers in the computer lab, to contact families when needed, and to help with project-related clerical work.

A total of 16 E.S.L. and bilingual content-area teachers (in addition to the project director, who taught one class) served project students. Their experience as teachers ranged from one to 21 years. The math teacher, the science teacher, and one of the N.L.A. teachers had been recruited in Spain two years ago. In addition to their classroom duties, bilingual program teachers supervised a twice-weekly peer-tutoring program and coordinated a variety of extracurricular and parental involvement activities.

The computer specialist was a licensed foreign language teacher and had been a bilingual secretary and office manager prior to entering the teaching profession.

The A.P. of the bilingual, E.S.L. and foreign language department said he was extremely happy with the way the project was working. The principal considered TRIUNFE a successful working model for other recently launched initiatives to

revitalize the school, and he invited the project director to outline TRIUNFE's structure and functioning to a meeting of the entire John Jay faculty.

PROGRAM OBJECTIVES

Project TRIUNFE had three main goals: to improve students' competence in speaking, reading, and writing English; to enhance students' native language ability and ethnic pride; and to teach computer literacy. Raising students' occupational aspirations and achievement levels in academic and vocational courses and helping them obtain part-time neighborhood jobs were additional goals.

All project students took E.S.L. classes and were served by TRIUNFE's job development and placement, counseling, and tutoring services. Because the number of non-Spanish-speaking project students was very small, bilingual content-area instruction was offered to Hispanics only. According to the guidance counselor, non-Spanish-speaking students who were new to the program initially were placed in elementary-level courses but usually progressed rapidly to higher level courses. Hispanic LEP students also were offered Spanish native language arts (N.L.A.), while Haitian students were offered French classes that included mainstream students. No N.L.A. classes were available to the project's small number of Chinese and Vietnamese students.

The amount of computer-assisted instruction provided by the program increased from fall to spring. In the fall, students were offered computer-assisted instruction in one fundamental

math, three E.S.L., and four native language arts classes. Three computer-assisted classes were added in the spring. But since the computer specialist also taught two foreign language classes, computer-assisted instruction could be provided only three periods per day.

As part of the TRIUNFE's effort to enhance participants' sense of cultural identity, the project organized trips to the Repertorio Espanol and a food festival. The French club was disbanded in 1986-87 because many students who might have joined had ninth-period classes or tutoring, and no faculty member was available to organize it. The project director was trying to persuade a Haitian teacher working in the school (but not in the program) to organize the club during the coming year.

The project referred overage students who were going to dropout to the Auxiliary Services for High Schools program, an alternative program serving overage dropouts.

III. STUDENT CHARACTERISTICS

Forty-eight percent of John Jay's 3,206 students were Hispanic, and 41 percent were black. Thirty-five percent of the students were from poverty-level families, as indicated by their eligibility for free lunch.

Project TRIUNFE served a total of 290 LEP students during the year under review, of whom 239 were present in the fall and 247 were present in the spring. (In other words, 196 students were enrolled both semesters; 43 students were enrolled in the fall only; and 51 students were enrolled in the spring only.) Data also were received for 81 students who had been enrolled in the program during the previous year but left prior to September 1986 for the following reasons: 22 were mainstreamed; 20 left for employment or for family-related reasons; 10 graduated; 9 left the United States; 8 transferred to another school; 3 entered a high school equivalency program; and the rest left for unknown reasons. Seventy-seven students who were served during the academic year left the program for such reasons as transfer to another school, graduation, and leaving the country. (See Table 1.) Mainstreamed students continued their associated with TRIUNFE through participation in project-sponsored tutoring and career-advising sessions and assignment to bilingual homeroom classes.

TABLE 1

Number of Students Leaving the Program

Reason For Leaving	Left By January 1987	Left By June 1987	Percent of Total
Mainstreamed	-	3	3.9
Transferred	4	12	20.8
Left U.S.	1	7	10.4
Graduated	22	13	45.5
Dropout for a Job	1	4	6.5
Dropout for Family Reasons	-	6	7.8
Other Reasons	-	4	5.2
TOTAL	28	49	100.0

- Seventy-seven program students left during the academic year.
- Forty-six percent graduated and 21 percent transferred.

Data on time in the program were available for 232 of the 247 students present in the spring. Of these students, 150 (65 percent) were enrolled in the program for one year; 65 (28 percent) were enrolled for two years; and 16 (7 percent) were enrolled for three or four years. Most of the students were recent arrivals from Puerto Rico (25 percent), the Dominican Republic (22 percent), and Haiti (15 percent). (See Table 2.) The majority (75 percent) spoke Spanish (see Figure 1). Other native languages included Haitian Creole/French, Cantonese, and Vietnamese.

Overall, the gender distribution of students was almost equal: 48 percent were females, 52 percent males. Grade twelve had the highest percentage of females (80 percent), whereas grade nine had the lowest (39 percent).

Table 3 presents the distribution of program students by age and grade. Twenty-four percent of the students were in the ninth grade; 37 percent were in the tenth grade; 37 percent were in the eleventh grade; and 2 percent were in the twelfth grade. Seventy percent were overage for their grade placement. Grade twelve had the highest percentage of overage students (80 percent); grade ten had the lowest (62 percent).

According to staff reports, Haitian and Hispanic students' native-language reading and writing skills varied widely. In both groups, students with weak language skills reportedly had problems in their content-area classes.

TABLE 2

Number and Percent of Program Students by Country of Birth

Region	Country of Birth	Number	Percent
Caribbean	Puerto Rico	73	25.4
	Dominican Republic	62	21.6
	Haiti	44	15.3
South America	Ecuador	20	7.0
	Colombia	8	2.8
	Peru	2	0.7
	Chile	1	0.3
Central America	Mexico	10	3.5
	El Salvador	9	3.1
	Honduras	8	2.8
	Panama	8	2.8
	Nicaragua	6	2.1
	Guatemala	4	1.4
	Venezuela	1	0.3
Asia	People Republic of China	9	3.1
	India	3	1.0
	Vietnam	3	1.0
	Hong Kong	2	0.7
	Cambodia	1	0.3
	Korea	1	0.3
	Other Asian	1	0.3
Middle East	Yemen	4	1.4
	Lebanon	1	0.3
	Egypt	1	0.3
Europe	Hungary	1	0.3
	Spain	3	0.3
North America	United States	3	1.0
TOTAL		287*	100.0

*Data were missing for three students.

- Twenty-five percent of program students were born in Puerto Rico.
- Twenty-two percent of program students were born in the Dominican Republic.
- Fifteen percent of program students were born in Haiti.

FIGURE 1

JOHN JAY HIGH SCHOOL
DISTRIBUTION BY NATIVE LANGUAGE

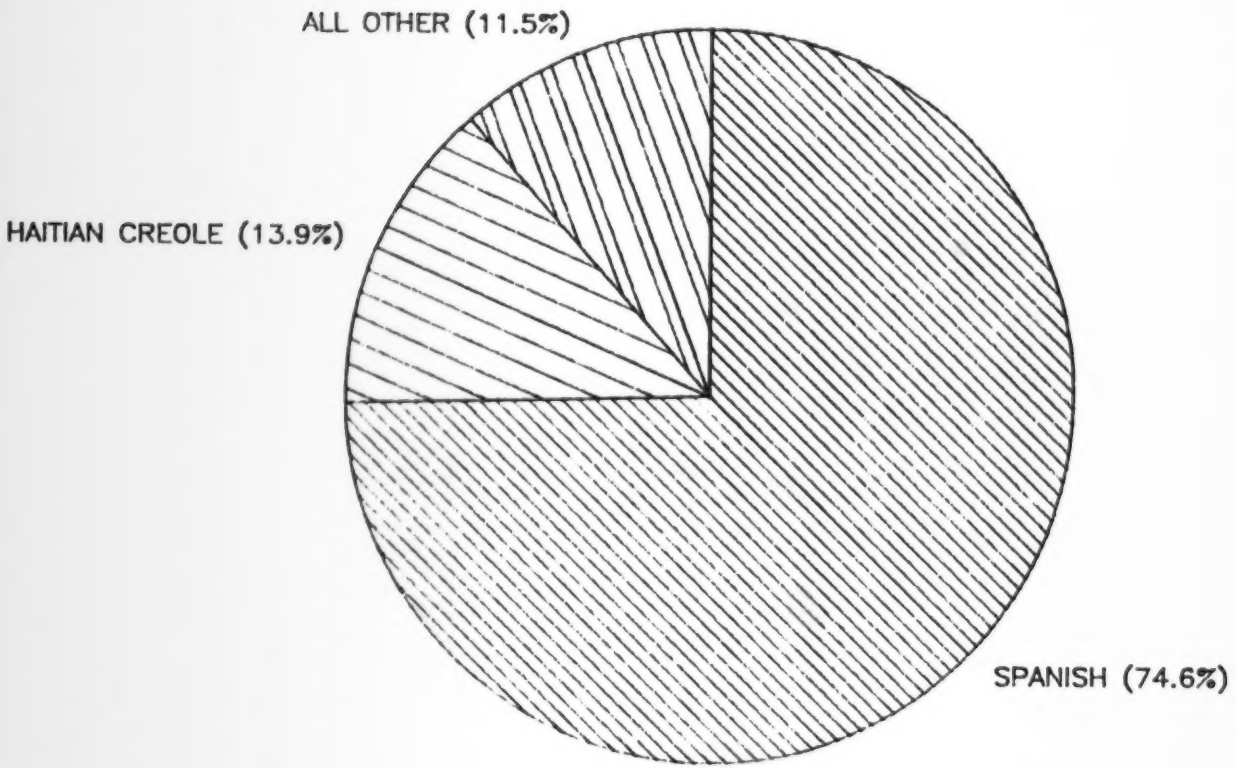

TABLE 3

Number of Program Students by Age* and Grade

Age	Grade 9	Grade 10	Grade 11	Grade 12	Total
14	5	1	0	0	6
15	8	7	0	0	15
16	22	26	8	0	56
17	15	28	16	1	60
18	3	20	34	0	57
19	2	6	16	3	27
20	1	1	11	1	14
21	1	0	2	0	3
TOTAL	57	89	87	5	238*
Overage Students					
Number	44	55	63	4	166
Percent	77.2	61.8	72.4	80.0	69.7

Note. Numbers in bold area reflect expected age range for grade.

*Age on June 30, 1987.
**Data were missing for 52 students.

- Seventy-percent of program students were overage for their grade placement.
- Grade twelve had the highest percentage (80 percent) of overage students whereas grade ten had the lowest (62 percent).

Table 4 presents project students' educational background. Overall, the students' mean years of education in their native countries was 8.9, and ranged from 8.3 for ninth graders to 9.2 for eleventh and twelfth graders. Juxtaposed with their schooling in the United States, these figures are appropriate for students' grade placement.

The overall mean number of years of education in the United States was 1.6, and ranged from 1.0 years for ninth graders to 2.3 years for twelfth graders -- figures appropriate for a newly arrived population.

The large percentage of overage students presented in Table 3 can be explained by the fact that 34 percent of the tenth graders had twelve years of education, suggesting that perhaps many had experienced difficulty advancing through the high school program and had been held over.

According to the project director and other staff members, the Haitian students attending John Jay generally were successful because they were a self-selected group of highly motivated students who had some background in English. Either they or their parents or both wanted rapid assimilation, and they chose this school over others which had French/Creole bilingual programs.

Interviews with three Haitian students confirmed the analysis of the TRIUNFE staff: all three had high educational and career aspirations, and their only complaint was that the courses offered were not sufficiently rigorous to prepare them well for college.

TABLE 4

Students' Years of Education by Grade

Grade	Total Years of Education <8	9	10	11	12	>12	Total	Years Education Native Country Mean	S.D.	Years Education United States Mean	S.D.
9	14	14	19	4	4	1	56	8.3	1.3	1.0	0.7
10	9	13	18	18	30	0	88	8.9	1.6	1.5	0.7
11	4	5	10	21	40	60	86	9.2	1.4	2.0	1.3
12	0	0	0	1	4	0	5	9.2	1.5	2.3	1.2
TOTAL	27	32	47	44	78	7	235*	8.9	1.5	1.6	1.1

*Data for 55 students were incorrect or missing.

- The average number of years of education in the native country is 8.9.
- The average number of years of education in U.S. is 1.6, indicating that program students are relatively recent arrivals to the school system.

IV. FINDINGS

Evaluation findings are presented by program objectives. They include the results of student performance in courses and on tests, reviews of program materials and records, interviews with relevant personnel, and classroom observations.

INSTRUCTIONAL OBJECTIVES

All students attended English as a second language (E.S.L.) classes. Spanish-speaking students (the overwhelming majority) attended bilingual content-area courses. According to the project proposal, the amount of English used in bilingual content-area classes gradually would increase from the beginning to the end of each term and from year to year. However, in practice the amount of English used depended largely upon individual teacher preference. Some teachers interviewed by a member of the evaluation team believed that Hispanic students were not making as rapid progress as they might in English because it was not sufficiently used in the classroom and in extracurricular activities. A few students also told a member of the evaluation team that they would like more English to be used in content-area classes. However, statistical data supplied to the evaluation team indicate that the majority of TRIUNFE students were mainstreamed by the end of their second year in the project, thus demonstrating the unreliability of the opinions of a small self-selected sample.

Weekly computer-assisted instruction was provided in the fall

in three E.S.L. classes, two Spanish native language arts classes, one bilingual fundamental math class, and one French class; in the spring, it was provided in six E.S.L. classes, one fundamental math class, two Spanish native language arts classes, and one French class. The computer-assisted math class employed a software program that had eight achievement levels; students moved to a higher level when they scored satisfactorily on tests at the end of the preceding level. The computer-assisted E.S.L. and native language arts classes combined instruction in writing and word processing. Because no bilingual program teachers were sufficiently computer literate, the number of computer-assisted classes that could be held was limited to those that could be supervised by the computer specialist.

In previous years, TRIUNFE students had to use computers at the same time as mainstream students, but this year project students had exclusive use of computers, thereby increasing the time they could use them.

Program staff said computers were useful not only as instructional tools, but also as a means to develop closer personal relationships with program students. Several noted that one-to-one contacts around the computer had enabled them to learn about problems students were experiencing which affected their academic performance.

English As A Second Language

--As a result of participating in the program, students will master an average of one objective per four weeks of treatment as measured by the Criterion Referenced English Syntax Test.

E.S.L. instruction was offered to all LEP students on three levels -- beginning, intermediate, and advanced -- in both the fall and spring. There were twelve classes each semester, and each class was one period per day. Students also attended one-credit supplementary English classes offered on three levels. The total amount of E.S.L. instruction provided to students at all levels was two periods per day. This disregarded the Board of Education's High School Memorandum #156 of July 3, 1986, which mandated three period of E.S.L. per day at the beginning and intermediate levels. According to the A.P., the principal had initially approved the increase in E.S.L. instruction; however, he later notified him that the instructional change was not possible because the necessary funds had not been allotted.

Two members of the evaluation team observed an intermediate-level (tax-levy) E.S.L. class. The 16 students attending were asked to write sentences using two expressions, "intentionally" and "in full view," which they had encountered in the previous day's reading assignment. The teacher then asked for volunteers to write their sentences on the blackboard. The rest of the class, guided by the teacher, then corrected each sentence. The remainder of the lesson was devoted to reading a story from the textbook. Students appeared reticent about reading aloud, and it

was hard to hear what they were saying. The teacher explained new words and wrote them on the blackboard. She then asked questions designed to elicit comprehension of the paragraph. Students were given credits for each time they participated in the class.

The room was very hot and windows could not be opened for safety reasons. The lesson also was interrupted several times by announcements on the public address system and by a false fire alarm which some students had activated. In spite of all these interruptions and the uncomfortable temperature in the room, students were attentive and participated in the class.

A member of the evaluation team observed an E.S.L. computer lab lesson. Twelve students were working at computers correcting compositions they had typed in the previous section. The E.S.L. teacher, the paraprofessional, and the computer specialist helped the students complete the assignment that would eventually be printed. English was used throughout the lesson, but the computer specialist also used Spanish with students who were experiencing difficulties. Students' work in both Spanish and English was displayed on one wall of the classroom. According to the computer specialist, displaying computer printouts was an incentive for students to improve their work.

Student Achievement in E.S.L.

The assessment instrument used to evaluate the objective in this area was the Criterion Referenced English Syntax Test* (CREST). The CREST was administered at the beginning and the end of each semester. A mastery score to indicate gains was computed for each student by calculating the difference between pretest and posttest. The number of months of instruction between testings was computed for each student by multiplying the number of months between testings by the student's attendance rate. The number of skills mastered per month was calculated by dividing the mean mastery by the mean number of months of instruction between testings.

Table 5 presents the test results for students who were pretested and posttested with the same level. Of the students reported to be taking E.S.L. classes, complete data (levels, pretest score, and posttest score) were available for 99 percent in the fall and 84 percent in the spring.

Examination of Table 5 reveals that students mastered an

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*The Criterion Referenced English Syntax Text (CREST) was developed by the Board of Education of the City of New York to measure mastery of instructional objectives of the E.S.L. curricula, and thus was constructed to maximize content validity. The test contains four items per curricular objective, and mastery of an objective is achieved when three of these items are answered correctly. The test measures mastery of 25 objectives at Levels 1 and 2 and 15 objectives at Level 3. The Kuder-Richardson Reliability Estimates for pretest and posttest administrations of the three levels of the CREST are:

Level 1 -- pretest (.91)/posttest (.96)
Level 2 -- pretest (.94)/posttest (.95)
Level 3 -- pretest (.91)/posttest (.91).

average of 1.3 CREST skills per month in the fall and 0.9 CREST skills per month in spring. The weighted average of fall and spring is 1.1 CREST skills per month. Thus, the objective was met for the year as a whole.

TABLE 5

Results of the Criterion Referenced English Syntax Test

Test Level	Number of Students	PRETEST Mean	PRETEST S.D.	POSTTEST Mean	POSTTEST S.D.	MASTERY Mean	MASTERY S.D.	Mean Mastery Per Month
				FALL				
1	64	8.7	6.4	12.8	6.5	4.1	2.6	1.2
2	115	8.6	5.9	13.2	5.9	4.6	2.8	1.3
3	8	5.9	1.8	9.4	1.8	3.5	0.5	1.0
TOTAL	187	8.5	6.0	12.9	6.1	4.4	2.7	1.3
				SPRING				
1	39	8.5	7.2	12.4	6.8	3.9	3.3	1.1
2	62	14.7	6.9	17.7	6.8	3.0	2.4	0.9
3	51	7.3	3.4	9.4	3.1	2.1	1.7	0.6
TOTAL	152	10.7	6.9	13.6	6.8	2.9	2.6	0.9

- Program students met the objective of mastering an average of one CREST skill per month in the fall, but not in the spring.
- The weighted average of fall and spring was 1.1 CREST skills per month, thus meeting the program objective.

Content-Area Instruction

--As a result of participating in the program, 70 percent of the students will score at or above the 65 percent passing criterion in mathematics, science, and social studies.

Fall bilingual course offerings for Spanish-speaking participants consisted of two biology classes, one general science class, one fundamental math class, two sequential math classes, two American history classes, three global history classes, and one government class. Spring offerings consisted of three biology classes, two general science classes, one fundamental math class, two sequential math classes, two global history classes, one American history class, and three economics classes.

Bilingual curricula were virtually identical to those for mainstream courses. Noting that the social studies teacher had been absent for over a month in the fall, the project director said his absence had negatively affected students' achievement in that area.

The amount of English used in the classroom depended upon each teacher's judgement. However, because students' written and oral skills varied, it was often hard for the teacher to use English for instructional purposes; therefore, in many classes English use tended to be restricted to vocabulary items.

A member of the evaluation team observed a global history class, a fundamental math class, and a biology class. The topic of the global history class was the contributions of India to Western civilization. The students were ninth and tenth graders,

and the teacher used both English and Spanish to teach and to establish discipline. New words ("architecture," "cotton," "mathematics," "zero") were written on the blackboard in English, and students were asked to give their meaning in Spanish. In introducing students to the day's topic the teacher asked students questions that made them realize the relevance of Indian culture to the rest of the world. Students answered in either Spanish or English and took turns reading aloud from their textbook. After a difficult beginning, the teacher succeeded in establishing discipline and students participated in an orderly, enthusiastic fashion.

In a fundamental math class, 22 students, most them new to the school, attended a lesson on fractions that was conducted entirely in Spanish. The teacher gave students five problems to solve. As the students worked, the teacher passed from desk to desk offering assistance. Then some students volunteered to write the correct solution on the blackboard while students who had completed the assignment assisted their peers. As in the social studies class, the teacher had to spend time at the beginning of the class establishing discipline. However, many students showed interest in the lesson and were eager to complete the assignment on the blackboard.

Ten students attended a biology class whose topic was the process of meiosis. The class was conducted totally in Spanish by one of the teachers recently recruited from Spain. The class was conducted as a lecture, with the students taking notes. The

teacher outlined and illustrated the main points on the blackboard. Throughout his lecture the teacher asked students questions designed to elicit clearer understanding. He also encouraged students to ask questions if they did not understand a point.

Student Achievement in Content-Area Courses

Table 6 presents the passing rates for program students in mathematics, science, and social studies courses each semester. A weighted average for the year also was computed.

Examination of Table 6 reveals that, overall, the objective of a 70 percent passing rate was met both semesters in all three subject areas.

TABLE 6

Passing Rates for Program Students in Content-Area Courses

	FALL		SPRING		TOTAL
Content Area	Number of Students	Percent Passing	Number of Students	Percent Passing	Overall Passing Rate
Math	182	80.8	195	69.2	74.8
Science	156	81.4	163	73.0	77.1
Social Studies	171	77.2	197	78.2	77.7
		79.5		73.5	76.5

Note. Math courses included: remedial, fundamental I, II, and III, sequential, twelfth year, business, and computer math. Sciences courses included: general science, biology, chemistry, geology, and physics. Social studies courses included: world geography, global history, and American history.

- Overall, the passing rate for content-area courses was 70 percent both semesters; thus the program objective was surpassed.

Native Language Arts

--As a result of participation in the program, students will show significant gains in Spanish language achievement.

--Seventy percent of the students participating in the program will score at or above the 65 percent passing criterion in French language courses.

Eight sections of beginning, intermediate, and advanced Spanish for native speakers were offered in the fall, and seven sections were offered in the spring. Two fall classes and one spring class met weekly in the computer lab for computer-assisted instruction.

Haitian students who attended French classes with mainstream students were separated once a week from the rest of the class to attend the computer lab. According to the French N.L.A. teacher, the Haitian students' skills varied widely. The teacher provided individualized assistance to meet each student's needs and arranged for tutoring whenever indicated by an evaluation of their skills and background.

During a visit by a member of the evaluation team, the project director was proud to report that five Haitian students had passed the written part and been admitted to the oral part of a language contest sponsored by the Societe de Professeurs de Francais en Amerique, and that one Puerto Rican student had won first prize in a city-wide contest sponsored by the Pan American Society for a composition on Argentina.

A member of the evaluation team observed an advanced Spanish class. The class was attended by 25 of the 32 students enrolled. The aim of the lesson was to learn the agreement of subjunctive

verb tenses. The teacher asked students to conjugate the verb "cantar" in the four subjunctive tenses which she had written on the blackboard. The teacher then drew a diagram on the blackboard showing how to combine the subjunctive with other tenses. Students then were asked to identify mistakes in the agreement of verbs in several sentences the teacher had written on the blackboard. The teacher then went from to desk to desk to check whether students had taken notes and to explain to them individually what they had not understood. In spite of the subject's complexity, most students paid attention, participated, and took notes during the lesson.

Student Achievement in Spanish Language Arts

The assessment instrument used to measure gains in reading and writing in Spanish was La Prueba de Lectura,* Level 3, Forms CE and DE. La Prueba de Lectura is part of the Interamerican Series of Tests published by the Guidance Testing Associates. The test items for the series are selected for cultural relevance to both Anglo-Saxon and Hispanic cultures in the Americas.

Data were provided for 85 of the 166 students reportedly enrolled in Spanish language arts courses in the fall and for 124 of the 171 students enrolled in the spring. Complete pretest (fall) and posttest (spring) data were available for 55 students. Because the publishers recommend local norms and programs do out-

*Information on psychometric properties may be found in Guidance Testing Associates Examiner's Manual, Prueba de Lectura, (St. Mary's University, One Camino Santa Maria, San Antonio, Texas 78284).

of-level testing, analysis was based on raw score gains rather than on standard score gains. The results are presented in Table 7.

Statistical significance of the mean gain was determined through the correlated t-test model to demonstrate whether the mean gain is larger than could be expected from chance variation alone. Because statistical significance does not provide enough descriptive information, the table also includes the proportion of students making gains.

Examination of Table 7 reveals that students tested both semesters made significant gains in Spanish language achievement ($p < .05$). With 91 percent making gains, the program objective was achieved.

Student Achievement in French Language Arts

The overall passing rate for the 21 students for whom data were provided was 100 percent in the fall. The spring passing rate for 26 students was 96 percent. Thus, the 70 percent passing criterion in this area was surpassed both semesters.

TABLE 7

Results of La Prueba de Lectura

Test Level	Number of Students	PRETEST Mean	PRETEST S.D.	POSTTEST Mean	POSTTEST S.D.	GAIN Mean	GAIN S.D.	Proportion Making Gains
3	55	67.8	17.6	76.8	18.4	9.1*	9.0	91

*Statistically significant at the .05 level.

- Ninety-one percent of the Spanish-speaking students made significant gains in native language arts.

NON-INSTRUCTIONAL OBJECTIVES

Occupational Aspirations and Student Employment

--By the end of the program year, at least 50 program students will have requested employment placement.

Throughout the year, project staff, in conjunction with the school's Drop-out Prevention Program, developed a strong student-employment component based on a good working relationship with local offices and stores.

Students received employment counseling and were helped to apply for their working papers and social security numbers. Part-time jobs were arranged in the school and in the community for the eleventh-grade program students. Of the 56 students who requested employment placement, only two were not employed; of the remaining, 13 worked in school offices and 41 were employed in private businesses. Thus, the program objective was achieved.

Students also attended employment-related classes (auto mechanics, carpentry, typing) and acquired computer skills in the computer lab. Thus, students received both exposure to and instruction in job-related skills. The project director was also trying to implement a class in business and accounting for bilingual students and to arrange job placement in the school's General Organization Store.

Academic Development

--By the end of the program, the bilingual guidance counselor will have developed an academic profile on participant students.

The family worker was responsible for maintaining an updated

academic file on each project student. In addition, project staff worked with grade advisors whenever problems arose regarding a student's permanent academic record. According to TRIUNFE staff members, keeping students' permanent records up to date was important because many students moved back and forth between the United States and their native country.

The efforts by the previous project director to improve the academic image of project participants have continued under the new leadership. In particular, two Biology Regents classes were added to the one already existing. Regents classes were also offered in American government and Spanish.

Participation in Extracurricular Activities

--By the end of the program year, at least 30 students will have participated in ASPIRA or in the French Club.

As previously mentioned, this year the French/Haitian club did not function because potential participants had classes or tutoring during the final school period of the day, when clubs met. Moreover, no faculty member was available to organize it. Consequently, no events or trips were organized specifically for Haitian students. However, the French language arts teacher sent several of the Haitian students to participate in a language arts contest sponsored by the Societe de Professeurs de Francais en Amerique. The project director hoped to reestablish the French/Haitian club in the coming year.

According to the project director, many TRIUNFE students were actively involved in the school's chapter of ASPIRA, a

Hispanic educational and social service organization. They met weekly with the ASPIRA counselor, who provided club members with college and career information. ASPIRA also helped orient new students and sponsored carnivals, food festivals, and other social activities. John Jay's chapter of ASPIRA is considered one of Brooklyn's most active; a prize the chapter won for its activities is displayed in the showcase next to the project's office.

TRIUNFE also organized a number of trips, including one to the Museum of Natural History and one to a show by El Repertorio Espanol.

Students contributed greatly to the program's newsletter whose publication was coordinated by the program staff. This year's final newsletter was devoted to successful alumni. It contained portraits of successful bilingual alumni, as well as students' essays and poems. It also presented basic information about the school's academic requirements. Program students also participated in other school clubs and activities with mainstream students. The project director reported that program students joined sports teams (volleyball, soccer, football), the cheerleading squad, and school clubs such as the Archaeology Club and the Marine Biology Club.

Parent Attendance at School Functions

--By the end of the year, at least 50 percent of the parents who are members of the Parent Advisory Commitee will attend at least 50 percent of the meetings of the committee.

The Parent's Advisory Committee sought to inform parents about project activities and plans and to work with parents to improve the project. Information on project activities was translated into all native languages served by the project.

In previous years, an adult education center which had been located in the school facilitated parents' participation. Although the loss of the center diminished the participation of project parents, according to project records an average of 11-15 parents attended bimonthly advisory committee meetings. At the February meeting, a movie on the experience of an immigrant boy in an American school was shown to the 18 attending parents; in March, 11 parents attended a meeting on school and graduation requirements.

Parents also attended two open school nights. According to the French native language arts teacher, 1986-87 was the first year that Haitian parents had participated in this event.

Staff In-Service Workshops and College Attendance

--By the end of the program year, the mean attendance for bilingual staff at in-service workshops will be 80 percent.

--By the end of the program year, at least three staff members will have taken college credit courses in bilingual educational areas.

The program achieved both the objectives. Thirteen teachers of the 16 bilingual program teachers (81 percent) attended departmental meetings that focused on teaching methodology. In addition, the three bilingual subject-area teachers (100 percent) attended two workshops on bilingual instruction which were conducted by the project director. Seven teachers attended college courses in areas relevant to the bilingual program. Thus, the objectives were achieved.

Student Satisfaction With The Program

--As a result of participating in the program, students' attendance will be significantly higher than the attendance rate of mainstream students.

In interviews, students expressed enthusiasm for the program and stated they would advise an incoming student to attend the school. However, two of the three Haitian students interviewed expressed a desire for more advanced content-area courses, whereas the Hispanic students would like to see more English used in the classroom. A few Spanish-speaking girls also were concerned with the unruly behavior of their male peers, which they said sometimes made it hard to follow classroom lessons.

All the students who were interviewed expressed interest in

attending college upon graduation. One Haitian student wanted to become a medical doctor; another wanted to become a nurse. One Spanish-speaking student wanted to study archaeology and the program staff was helping her obtain a scholarship to attend college.

Some students received prizes for academic achievement. As reported above, one student won first prize in a Spanish writing contest sponsored by the Pan American Society. Another program student received a New York State scholarship to study bilingual education.

Another measure of student satisfaction was the program's high attendance rate. According to program staff, the bilingual program's attendance rate was higher than the school's overall rate.

The statistical significance between program and school attendance rates was determined through the application of a z-test for the significance of a proportion.* This procedure tests whether the difference between one proportion (the program's attendance) and a standard proportion (the school's attendance) is greater than what can be expected by chance variation.

The attendance rate for program students (88 percent) was approximately 15 percentage points higher than the schoolwide rate (73 percent). The z-test ($z = 5.11$) indicated that the program attendance rate was significantly higher ($p = .01$) than

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*Bruning, J.L. and Kintz, B.L.; Computational Handbook of Statistics; Scott, Foresman and Company, 1968.

the schoolwide rate. Thus the objective was achieved.

V. CONCLUSIONS AND RECOMMENDATIONS

In its fourth year of operation, Project TRIUNFE was a well-established, smooth-running program. Most of the recommendations made in previous evaluation reports had been implemented. Specifically, additional teachers were hired, the number of computer-assisted classes was increased, and coordination between the project and the bilingual guidance counselor was improved. But efforts to obtain Chinese- and Vietnamese-language computer software in the content areas for the project's Chinese and Vietnamese students were unsuccessful because software was not available in many of the subject areas needed and incompatible with the project's hardware in the others.

TRIUNFE met all its instructional objectives in E.S.L., N.L.A., and content areas. It also met its attendance objective and its objectives in the areas of student employment, academic record keeping, and in-service training. In the area of extracurricular activities, a large number of TRIUNFE students were members of John Jay's chapter of ASPIRA, a national Hispanic education and social service organization. However, a club for the project's Haitian students could not be organized this year because of scheduling difficulties and the lack of a faculty advisor.

However, despite its success, students were not provided the three periods of E.S.L. required at the lower levels. In addition, because bilingual program teachers were not computer literate, the number of computer-assisted classes that could

be held was limited to those the computer specialist could supervise.

On the basis of interviews, observations, and analysis of statistical and documentary data, the evaluation team makes the following recommendations to improve the program:

- Increase the number of periods of beginning- and intermediate-level E.S.L. instruction to three per day, as had been requested in a system-wide Board of Education memorandum.

- To increase the number of computer-assisted classes, it is recommended that bilingual program teachers be trained to use computer hardware and software so they can conduct computer-assisted classes on their own.

- Since the project's Haitian students lacked a cultural club during the year under review, as had been proposed, it is recommended that a faculty sponsor be found and an appropriate meeting time be arranged so the club can be reinstituted in the coming year.